

**THE INFLUENCE OF USING DISCUSSION TECHNIQUE TOWARDS
STUDENTS SPEAKING SKILL AT THE EIGHTH GRADE OF SMP PGRI
6 BANDAR LAMPUNG IN THE ACADEMIC YEAR 2020/2021**

A Thesis

Submitted as a Partial Fulfillment of
the Requirements S-1 Degree

By

SANIYATI

NPM.1411040164

Study Program : English Education

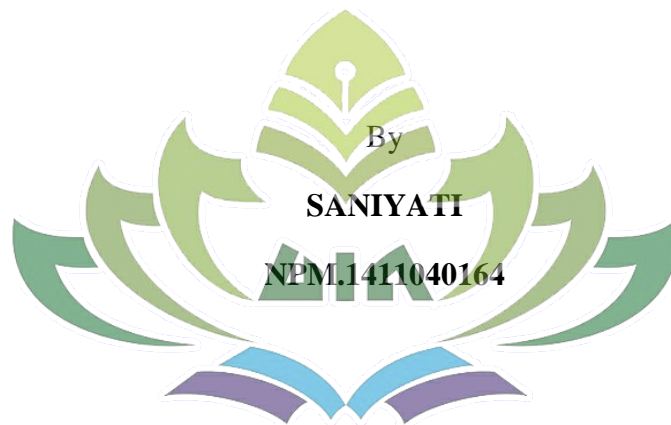


**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2020/2021**

**THE INFLUENCE OF USING DISCUSSION TECHNIQUE TOWARDS
STUDENTS SPEAKING SKILL AT THE EIGHTH GRADE OF SMP PGRI
6 BANDAR LAMPUNG IN THE ACADEMIC YEAR 2020/2021**

A Thesis

Submitted as a Partial Fulfillment of
the Requirements S-1 Degree



Study Program : English Education

Advisor : Meisuri, M.Pd

Co-Advisor : Agus Hidayat, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2020/2021**

ABSTRACT

English was taught from elementary school until university. This research was conducted based on the preliminary research that many students considered speaking was difficult. The students still could not develop and express their idea in speaking. The class condition was less attractive. The students had still lack vocabulary mastery. The objective of the research was to find out whether there was influence of using discussion technique toward students speaking skill of the eighth grade of SMP PGRI 6 Bandar Lampung in the academic year 2020/2021.

The methodology of this research was quasi-experimental design. The treatments held in three meetings, each meeting allocated 2 x 45 minutes. The population was the eighth grade of SMP PGRI 6 Bandar Lampung. The total sample were 68 students that were taken from two classes. VIII C (Control Class) and VIII D (Experimental Class) by using cluster random sampling. Discussion technique was used in experimental class and dialogue memorization in control class. The data was collected by pre-test and post-test. The instrument was oral test. The pre-test was given before the treatment and the post-test after the treatment for both classes. To analyze the data, SPSS version 17.00 was used to formulate the independent sample t-test in the statistical computation.

After conducting the test, the data was analyzed. The result showed that the value of significant generated $Sig.(P.value) = 0,004 < \alpha = 0,05$. It means that H_a was accepted and H_0 was rejected. Based on the computation, it could be concluded that there was significant influence of using discussion technique towards students speaking skill of the eighth grade of SMP PGRI 6 Bandar Lampung in the academic year of 2020/2021.

Keywords: quasi-experimental design, speaking skill, discussion technique.

DECLARATION

I hereby state that this thesis entitled “The Influence of Using Discussion Technique Towards Students Speaking Skill of the Eighth Grade of SMP PGRI 6 Bandar Lampung in the Academic Year of 2020/2021” is completely my own work. I am fully aware that I have quoted some statements and the theories from various sources and they are properly acknowledge in this thesis.



Bandar Lampung,
Declared by,

Juni 2021

Saniyati
NPM. 1411040164



**KEMENTERIAN AGAMA
UIN RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Let. kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

APPROVAL

**Title : THE INFLUENCE OF USING
DISCUSSION TECHNIQUE TOWARDS
STUDENTS SPEAKING SKILL AT THE
EIGHTH GRADE OF SMP PGRI 6
BANDAR LAMPUNG IN THE
ACADEMIC YEAR 2020/2021**

**Student's Name : SANIYATI
Student's Number : 1411040164
Study Program : English Education
Faculty : Tarbiyah and Teacher Training Faculty**

APPROVED

**Was tested in the examination session at Tarbiyah and Teacher Training
Faculty, State Islamic University of Raden Intan Lampung**

Advisor,

Meisuri, M.Pd

NIP: 198005152003122004

Co-Advisor,

Agus Hidayat, M.Pd

NIP: -

**The Chairperson
Of English Education Study Program**

Meisuri, M.Pd

NIP: 198005152003122004



**KEMENTERIAN AGAMA
UIN RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Let. kol. H. Endro Suratmin Sukarama Bandar Lampung Telp. (0721)703260

ADMISSION

**A thesis entitled: THE INFLUENCE OF USING DISCUSSION
TECHNIQUE TOWARDS STUDENTS SPEAKING SKILL AT
THE EIGHTH GRADE OF SMP PGRI 6 BANDAR LAMPUNG IN
THE ACADEMIC YEAR 2020/2021, By: SANIYATI, NPM:
1411040164, Study Program: English Education, was tested and
defended in the final examination session held on: Friday, July 2nd 2021.**

Board of Examiners:

The Chairperson : Dr. Oki Dermawan, M.Pd 

The Secretary : Dian Reftyawati, M.Pd 

The Primary Examiner : Fitrah Aulia Ansar, M.Hum 

The First Co-Examiner : Meisuri, M.Pd 

The Second Co-Examiner : Agus Hidayat, M.Pd 

**The Dean of
Tarbiyah and Teacher Training Faculty**



Hj. Nirva Diana, M.Pd
NIP.196408281988002002

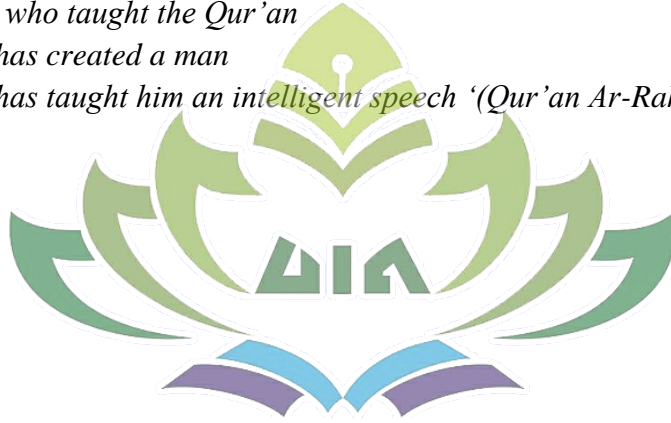
MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الرَّحْمَنُ (١) الْقُرْآنَ عَلَّمَ (٢) الْإِنْسَانَ خَلَقَ (٣) الْبَيَانَ عَلَّمَهُ (٤)

In the name of Allah, Most Gracious, Most Merciful.

1. *The most gracious!*
2. *It is who taught the Qur'an*
3. *He has created a man*
4. *He has taught him an intelligent speech ' (Qur'an Ar-Rahman: 1-4)¹*



¹ Abdullah Yusuf Ali Translation, *The Meaning of Holy Qur'an* (Maryland: Amana Publication, 2001), p.184

DEDICATION

This thesis is proudly dedicated to everyone who cares and I loves me. I would like to dedicated this thesis to:

1. My beloved parents, Mr. Sahpirin and Mrs.Hidayati who always support, educates, prays and gives me motivation to be succes in my study and life. Therefore, thank you for giving me everything. I am really proud of having you as my parents.
2. My beloved brother and sisters Arisoni, Selviyani and Sinta Rahmawati, who always supports and motivates me.
3. My beloved big family who always supports me to be nice person.
4. My beloved friends who always supports me until finishing my thesis.
5. My beloved Almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

Saniyati was born in Sukamaju, Juli 10th, 1995. Saniyati is the third child of Mr. Sahpirin and Mrs. Hidayati. She has one brother, his name is Arisoni. And she has two sisters her name are Selviyani and Sinta Rahmawati.

She began her study at SDN 01 Sukamarga, Lampung Utara in 2002 and graduated in 2008. The she continued at SMPN 01 Abung Tinggi, Lampung Utara in 2008. After graduated at Junior High School in 2011, she continued her study at SMAN 01 Bukit Kemuning, Lampung Utara in 2011. She graduated from Senior High School in 2014. After graduated at Senior High School, she continued her study at the UIN Raden Intan Lampung in 2014 as a student of English Study Program of Tarbiyah and Teacher Training Faculty. And now, she works at Dinas Lingkungan Hidup Bandar Lampung as a Staff Administration since 2018 until today.

ACKNOWLEDGEMENT

First of all, praise be to Allah, the most gracious and the most merciful, who has given her blessing and chance for completing this thesis entitled "The Influence of Using Discussion Technique Towards Students Speaking Skill of the Eighth Grade of SMP PGRI 6 Bandar Lampung in the academic Year of 2020/2021". This thesis is written as one of requirements of S-1 degree The English Education study program of UIN Raden Intan Lampung. Then, gratitude and thankfulness are given to the following people for their ideas, time and guidance for this thesis:

1. Prof. Dr. Hj. Nirva Diana, M.Pd. the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung with all staff, who has given opportunity and forbearance when the researcher on going the study until the accomplishment of this thesis.
2. Meisuri, M.Pd, the Chairperson of English Education Study Program of UIN Raden Intan Lampung.

And as the advisor who has always patiently guided and directed the writer until the completion of this thesis.

3. Agus Hidayat, M.Pd, as the second advisor, who has always patiently guidance and spent countless time that has given to the writer to finish this thesis.
4. All excellent lecturers of English Education Study Program of UIN Raden Intan Lampung who shared and taught the researcher since the first of her study.

5. The headmaster, the teachers, and all students of eighth grade of SMP PGRI 6 Bandar Lampung
6. All friends of the English Study Program of UIN Raden Intan Lampung especially in Class C.

Finally, none ore noting is perfect to this thesis. Any correction, comments and critics for the betterment of this thesis are always open heartedly welcome.



TABLE OF CONTENTS

| | Page |
|-------------------------------|-------------|
| COVER | i |
| ABSTARCT | ii |
| DECLARATION..... | iii |
| MOTTO | iv |
| DEDICATION..... | v |
| CURRICULUM VITAE..... | vi |
| ACKNOWLEDGEMENT | vii |
| TABLE OF CONTENTS..... | viii |

CHAPTER I INTRODUCTION

| | |
|--|---|
| A. Background of the Problem | 1 |
| B. Identification of the Problem | 7 |
| C. Limitation of the Problem | 7 |
| D. Formulation of the Problem | 7 |
| E. Objective of the Research | 8 |
| F. Uses of the Research | 8 |
| 1. Theoretically | 8 |
| 2. Practically..... | 8 |
| G. Scope of the Research | 9 |
| 1. Subject of the Research | 9 |
| 2. Object of the Research | 9 |
| 3. Place of the Research | 9 |
| 4. Time of the Research | 9 |

CHAPTER II REVIEW OF RELATED LITERATURE

| | |
|---|----|
| A. Teaching English as a Foreign Language | 10 |
| B. Concept of Speaking | 11 |
| 1. Teaching Speaking | 13 |
| 2. Elements of Speaking | 15 |
| a. Language features | 15 |
| b. Mental or social processing..... | 16 |
| 3. Types of Speaking Activities..... | 17 |
| 4. Assesing Speaking | 19 |
| 5. Activities to Promote Speaking | 21 |
| C. Discussion Technique | |
| 1. Definition of Discussion Technique | 26 |
| 2. Procedure of Discussion hnique | 28 |

| | |
|--|----|
| 3. Advantages and Disadvantages of Discussion Technique | 29 |
| 4. Procedure of Teaching Speaking by using Discussion Technique... | 30 |
| D. Dialogue Memorization | |
| 1. Definition of Dialogue Memorization | 33 |
| 2. Procedure of Dialogue Memorization | 34 |
| 3. Advantages&Disadvantages of Dialogue Memorization | 35 |
| E. Frame of Thinking..... | 37 |
| F. Hypothesis..... | 38 |

CHAPTER III. RESEARCH METHODOLOGY

| | |
|---|----|
| A. Research Design..... | 37 |
| B. Variable of Research | 38 |
| C. Operational Definition of Variable | 38 |
| D. Population Sample and Sampling Technique | |
| 1. Population | 39 |
| 2. Sample..... | 40 |
| 3. Sampling Technique..... | 40 |
| E. Data Collecting Technique | 41 |
| F. Research Instrument..... | 41 |
| 1. Pre-test..... | 42 |
| 2. Post-test..... | 42 |
| G. Scoring Procedure | 43 |
| H. Research Procedures | 45 |
| I. Validity and Reliability | |
| a. Content Validity | 46 |
| b. Construct Validity | 47 |
| c. Reliability of the Test..... | 47 |
| J. Data Analysis | 48 |
| 1. Fulfillment of the Assumption | 49 |
| a. Normality Test | 49 |
| b. Homogenety Test | 50 |
| 2. Hypothetical Test | 50 |

CHAPTER IV RESULT AND DISCUSSION

| | |
|--|----|
| A. Result of the Research..... | 51 |
| 1. Result of the Pre-Test..... | 51 |
| 2. Result of the Post-Test | 53 |
| B. Result of Data Analysis..... | 55 |
| 1. Fulfillment of the Assumption | 55 |
| a. Result of Normality Test..... | 55 |

| | |
|-------------------------------------|----|
| b. Result of Homogeneity Test..... | 56 |
| c. Result of Hypothetical Test..... | 58 |
| C. Discussion | 59 |
| D. Reseach Limitation..... | 60 |

CHAPTER V CONCLUSION AND SUGGESTION

| | |
|---------------------|----|
| A. Conclusion | 61 |
| B. Suggestion..... | 62 |

REFERENCES

APPENDICES



LIST OF TABLES

| | Page |
|--|------|
| Chapter I.1 English Speaking Score at Eighth Grade | 3 |
| Chapter II The Rating Score | 20 |
| Chapter III.1 Population of the students | 42 |
| Chapter IV.1 Normality Test..... | 60 |
| Chapter IV.2 Homogeneity Test | 61 |
| Chapter IV.3 Hypothetical Test | 63 |



LIST OF FIGURE

| | Page |
|---|------|
| Chapter IV. 1 Graph of the result of the pre-test in experimental class | |
| Chapter IV.2 Graph of the result of Pre-test in control class | |
| Chapter IV.3 Graph of the result of post-test in experimental class | |
| Chapter IV.4 Graph of tge result of the post-test in control class | |



CHAPTER I

INTRODUCTION

A. Background of the Problem

English as an international language plays a great role in all human activities. Many people use this language in their daily life, work and various kinds of activities. So, it is important for people to learn English in order to be able to communicate and interact with other people in other parts of the world. Considering English is a tool of international communication and realizing how important it is, English is taught from elementary school until university.

In the process of language learning, there are four basic skills that should be mastered by the students. They are listening, speaking, reading and writing. Speaking is an interactive process of constructing meaning that can involve producing and receiving and processing information.¹ Furthermore, Cameron stated that speaking is the active use of language to express meaning so that other people can make sense of them. Through speaking, they can express their ideas and communicate with other.² Speaking skill is an important part of the curriculum in language teaching, and this makes

¹H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (New York: Pearson Education, 2004), p.140

²Lynne Cameron, *Teaching Language to Young Learners* (London: Cambridge University Press, 2001), p.40

them an important object of assessment as well.³ Speaking is also the most difficult language skill to assess reliably.⁴ So, from those experts the researcher can conclude that speaking is one part of language skills that can be used for people to express their ideas orally in foreign language, when they are speaking, the students learn how to organize they ideas, express the language in spoken form.

Teaching speaking is the way for students to express their emotions, communicative needs, interact to other people in any situations, and influence the others. Harmer states there are three reasons for teaching speaking. The first is speaking activities provide rehearsal opportunities-chances to practice real life, the second is speaking in the safety of the classroom speaking task in which is students try to use any or all of the language they know provide feedback for both teacher and students, and the third is the more students have opportunities to activate the various elements of language.⁵

In teaching learning process especially in speaking as a teacher usually finds some problems in teaching speaking activity. There are some problems faced by the teacher in teaching speaking activity in the classroom. The first is students will not talk or say anything, the second when students work in pairs or groups, they just end up chatting in their own language, and the third when all the students speak together it gets too noisy and out of hand lose

³Sari Luoma, *Assessing Speaking* (New York: University Press, 2004), p.1

⁴*Ibid*, p. ix

⁵Jeremy Harmer, *How to Teach English* (New York: Longman, 2007), p.87

control of the classroom.⁶ Those problems are also found at SMP PGRI 6 Bandar Lampung.

Based on the preliminary research in SMP PGRI 6 Bandar Lampung at the eighth grade, by interviewing the English teacher, Ms. Yuliatin, S.Pd., the researcher found out some students' problems in speaking ability. She said the students' problems in learning speaking those are (1) the students have low motivation in learning speaking, (2) the students did not know how to speak English especially in aspect pronunciation, (3) the students have limited vocabularies. In the process of language learning, the teacher used dialogue memorization as technique in teaching speaking.⁷ The researcher also asked the data and information about the speaking ability score to the English Teacher.

From that interview, the researcher also got the data that showed more than 60% of students of eighth grade did not pass the minimum score as shown on the table 1:

Table1
Students' Score of Speaking Ability of the Eighth Grade of
SMP PGRI 6 Bandar Lampung in the Academic Year of 2020/2021

| No | Class | ≥72 | < 72 | Total of students |
|----|--------|-----|------|-------------------|
| 1 | VIII A | 17 | 17 | 34 |
| 2 | VIII B | 25 | 9 | 34 |
| 3 | VIII C | 25 | 13 | 38 |
| 4 | VIII D | 23 | 14 | 37 |
| 5 | VIII E | 27 | 11 | 38 |
| 6 | VIII F | 20 | 14 | 34 |

⁶Alan Maley and Nik Peachey, *Integrating global issues in the creative English language classroom: With reference to the United Nations Sustainable Development Goals* (London: British Council, 2017), p. 87

⁷Yuliatin, the English Teacher at SMP PGRI 6 Bandar Lampung, *An Interview*, on Wednesday, August, 9th, 2019, unpublished.

| | | | | |
|-------------------|--------|----------------|----------------|-------------|
| 7 | VIII G | 25 | 21 | 36 |
| Total | | 162 | 99 | 251 |
| Percentage | | 64.55 % | 39.45 % | 100% |

Source: English Teacher of SMP PGRI 6 Bandar Lampung.

Based on Table 1, it can be seen that there are more students who got low score or got score below the criteria of minimum mastery (KKM) of the school, as 99 out of 251 students or 39.55%. Who got scores above the criteria of minimum mastery, as 162 students or 64.45%. The KKM score was 72. Since the criteria minimum of mastery (KKM) is 72 the researcher assumes that most of the students are still difficult to speak English well.

Based on the questionnaire that the researcher gave to the students, the researcher also found three factors of students' problems in learning English especially speaking ability those are (1) the students have low motivation in learning speaking, (2) the students feel difficult to speak English especially in aspect pronunciation, (3) the students have low vocabulary mastery. Besides, the class condition and teacher's technique in teaching learning process is less interesting.⁸

Based on the preliminary research, the researcher found the cause of problem was that the students' speaking ability score is still low. It happens because the teacher does not use appropriate way and the students face difficulties to learn speaking and the students did not know how to speak English especially in aspect pronunciation. Then, the students have low

⁸Eighth Grade Students' Questionnaire of SMP PGRI 6 Bandar Lampung, on August 10th, 2019, unpublished.

vocabulary mastery and low motivation in learning speaking. To increase the students' speaking ability needs an appropriate technique helping them as solution for their problems. There is actually technique that can help students in speaking, called discussion technique.

Discussion technique has recently been at the focus of educational research. Discussion technique is very simple to apply. It is observing that discussion technique effect increasing the academic success in addition to the social and intellectual abilities of the students. This is supported by Kenneth Gangrel who argues that discussion technique is a motivational technique which encourages a student to think through concept which has been hazy.⁹

Based on the research journal of Sharif Muhammad about Impact of Discussion Method on Students Performance, he found that the use of discussion technique was more effective than lecture technique. Discussion is important to learning in all disciplines because it helps students' process information rather than simply receive it. Discussion differs from lecture in two ways, the students can be more active and they can be more personal contact.¹⁰ In the previous journal research, discussion can make the teaching learning process effective in speaking performance and the students can be more active. In this research, discussion technique can help the students to make speaking skill more enthusiastic.

⁹Kenneth Gangrel, *Teaching by Discussion* (London: Prager Publisher, 2005), p. 54

¹⁰Muhammad Sharif, *Impact of Discussion Method on Students Performance*, International Journal of Business and Social Science, Vol. 2 No. 7; [Special Issue –April 2011], available on <http://www.ijbssnet.com/journals/Vol. 2 No. 7%3B Special Issue April 2011/10.pdf>, accessed on Monday, 3rd, September, 2018.

Based on the research of Mahmudah about Using Discussion Technique to Improve the Speaking Skill of Second Grade Students of MAN 1 Bojonegoro also revealed that by using discussion technique the students could motivate the students to speak in front of the class confidently and could lead the students to interact and socialized with others. In the previous research Mahmudah used discussion technique to improve speaking skill and the students have motivate and enjoy in the learning process.¹¹ In this research, the researcher is going to focus on speaking ability by using discussion technique become more interesting. Besides, the researcher will give explanation easily, interesting and enjoyable to follow the learning process. So, the students can improve their capability in English and have the high curiosity to learn much about English.

Based on the explanations above, the researcher is going to conduct a research entitled: “The Influence of Using Discussion Technique towards Students’ Speaking Skill at the second semester of The Eighth Grade of SMP PGRI 6 Bandar Lampung in the academic year of 2020/2021”

¹¹Nur lailatul Mahmudah, *Using Discussion Technique to Improve the Speaking Skill of Students of Second Grade of MAN 1 Bojonegoro*, English Education Degree, Tarbiyah Faculty, State Institute for Islamic Studies Sunan Ampel Surabaya, 2010, Available on <http://digilib.uinsby.ac.id/21980/>, accessed on March, 4th, 2019.

B. Identification of Problem

Based on the background of the problem, the researcher will identify the problems as follows:

1. The students' speaking score is still low.
2. The student's low motivation in learned speaking.
3. The students lack of vocabulary mastery.
4. The students feel difficult to speak English especially in aspect of pronunciation.
5. The teacher's technique in teaching speaking is less interesting.

C. Limitation of the Problem

Based on the background and the identification of those problems, the researcher will limit the problem only on the influence of using discussion technique toward students speaking skill in asking and giving information related to the comparison the number and character of people, animals and objects at the second semester of eighth grade of SMP PGRI 6 Bandar Lampung in the academic year 2020/2021.

D. Formulation of the Problem

Based on the identification and limitation of those problem, the researcher will formulate the problems as follows: "Is there a significant influence of using discussion technique toward students speaking skill at the second semester of eighth grade of SMP PGRI 6 Bandar Lampung in the academic year 2020/2021?"

E. Objectives of the Problem

Related to the problem formulation, the objective of this research is to find out whether or not there is a significant influence of using discussion technique toward students speaking skill at the second semester of eighth grade of SMP PGRI 6 Bandar Lampung in the academic year 2020/2021.

F. Uses of the Research

After doing this research, the researcher expects that there will be some uses of this research as follows:

1. Theoretical Contribution of the Research

For the theoretical contribution, the result of this research will expect to support the previous theories about discussion technique to improve speaking ability.

2. Practical Contribution of the Research

For the theoretical contribution, the result of this research will expect that the teacher can improve the students' speaking ability by using various technique in teaching learning process, so the goal of learning can be achieved and the students can increase their speaking ability through discussion technique. The result of this research is expected to give the theoretical and practical contribution.

G. Scope of the research

1. The subject of the research

The subject of the research will be the students at the second semester of the eighth grade of SMP PGRI 6 Bandar Lampung.

2. Object of the Research

The object of this research will be the students' speaking ability and the use of discussion technique.

3. Place of the Research

The place of this research will be at SMP PGRI 6 Bandar Lampung.

4. Time of the Research

The research will be conducted at the second semester in the academic year of 2020/2021.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Teaching English as a Foreign Language

Foreign language contexts are those in which students do not have ready-name context of communication beyond their classroom. They may be obtainable through language clubs, special media opportunities, books or occasional tourist, but effort must be made to create such opportunities.¹ A lot factors can influence in teaching learning of English such as talent, background, age, interest, motivation of the students and the classroom management. It also depends on the approach method and to get a good result of for better learning.

In Indonesia, English has become a foreign language. Many students learn English in their school or in private education. English is taught in Indonesia in order to gain the knowledge of science and technology for national development. The foreign language has to be mastered in order that it can be used as a tool for national development. But, the most important thing in teaching learning process is firstly the teacher should have preparation. They have to know the materials well before teaching. This is also supported by Marianne who states that the goal of teaching English as a foreign language is to provide the students with the skills enable them communicate

¹H. Douglas Brown, *Teaching Language Skill* (San Fransisco: Cambridge University Press, 2000), p. 160

in the target language.² In teaching English as a foreign language, there are many ways to teach the goal as stated in the curriculum. The teacher of English has a responsibility to create a conducive circumstance in teaching learning activity, in order the students being motivated to follow the lesson. A lack of motivation in learners appears to be the greatest concern of English as a foreign language.

Teaching as a foreign language should be based on the students' need. However, communicative language teaching as an English foreign language context in clearly greater challenge for students and teacher, which is implemented based on communicative syllable that teacher should play role as facilitator, motivator, and manager of the class.

B. Concept of Speaking

Speaking is action of delivering information from one person to another person between communicator and communicant. Every people when they speak, they want the words come out from their mouth without translation and hesitation; they want to make their speaking in English as if they speak in their own language. So that other people whom we communicate understand what they are talking about.

Thornbury explained that speaking is always a part of human's daily life that produces more than tenth thousand words a day, and just like other skills

²Murcia Marianne Celce, *Teaching English as Second or Foreign Language* (Rowley: Newbury House, 1983), p. 23

it needs a practice to be developed.³ It means that in mastering speaking students should know that they understand not only the knowledge of speaking but also, they need have skill to speak and practice more.

Furthermore, Martin stated that speaking is skill which is proper to get attention every bit as much as literary skill. Speaking is the productive skill which needed a practice in order to be able to communicate in English.⁴ It can be assumed that speaking is the skill that needs attention such as learning other skills.

Speaking is an important language skill and as a general communication which happens in people's daily life that should be practiced to have high confident to speak and to communicate to other people in the community.⁵ Richards and Renandya stated that speaking is the core thing in relationship as well, because someone can show his feeling, emotion and idea.⁶ It can be concluded that speaking is one of language skills which is important, therefore speaking must be practiced continuously.

In additionally, Tarigan stated that speaking is a speech built during the child age that is acquired from the listening skill. It is someone ability to express their thought, opinion, and sense to interact to others through spoken

³Scott Thornbury, *How to Teach Speaking* (London: Longman, 2005), p.1

⁴Bygate Martin, *Language Teaching: Speaking* (New York: Oxford University Press, 2003), p. vii

⁵Sari Louma, *Assessing Speaking* (New York: Cambridge University Press, 2004), p. 9.

⁶Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (New York: Cambridge University Press, 2002), p. 210.

words.⁷ In short, it can be inferred that speaking is a language skill that involves producing, receiving, and processing information in order to share thoughts and feelings.

Moreover, speaking is one of four basic skills in learning English besides listening, reading and writing. Many people tend to measure someone's ability in speaking rather than other skills in English. When students are speaking, at the same time he or she tries to express their ideas by talking with others and they also try to get idea spoken by listening to others. It is possible if people understand English in written form of English but they cannot understand the productive abilities, especially speaking. So, speaking is one of four abilities which have important role in daily life.

From the explanation above, it can be concluded that speaking is a process of transferring the message. Speaking is what we say about what we see, feel and think and we want someone to hear us, so we use words or voice or articulation in order to inform, entertain, or persuade the listener. The language was used not only to produce language correctly but also to express oneself to be understood by others.

1. Teaching Speaking

Speaking is a crucial part of second language learning and teaching.

There are so many ways in teaching speaking that most of teacher of

⁷Henry Guntur Tarigan, *Menulis sebagai Suatu Keterampilan Berbahasa* (Bandung: Penerbit Angkasa, 2008), p. 3

English have some way in teaching learning speaking. The teacher has responsibility to make their teaching successful. The teachers of English also should apply various interesting technique that can attract students motivation in learning English so that the student enjoy in learning English. English is a relatively easy to learn and speak. The secret to learning English is to speak English as soon as possible so as you learn to practice verbally. In learning speaking English, students will also automatically learn to words and the sentences of language spontaneously in speaking.

According to Martin, this distinction between knowledge and skill is crucial in teaching speaking. Speaking particular attention and constant practice is required to speak in more effective ways. As the English teacher, the teacher must help the student in order to make the speaking ability of the students is well.⁸ Meanwhile Harmer stated that there were three main reasons for getting students to speak in the classroom. The first, speaking activities provide rehearsal opportunities to practice real life speaking in the safety of the classroom. The second, speaking tasks in which students try to use any or all of languages they know provide feedback for both teacher and students. Everyone can see how well they are doing both low successful they are and also what language problems they are experiencing. The last, the students have opportunities to activate the various elements of language in their brain, the more automatic their

⁸Bygate Martin, *Language Teaching: Speaking* (New York: Oxford University Press, 2003), p. 3

use of these elements become.⁹ It can be concluded that the teacher should differ the different between knowledge and skill in the class to make the students speaking ability well. The teacher should gave the students three reasons why speaking is important. First, as a practice before used it in a real life. Second, the feedback from the teacher by giving them the task of speaking showed them the progress of their skills. And the last, to activate the linguistics element inside their brain.

2. Elements of Speaking

Harmer states that the ability to speak English supposes the elements necessary for spoken productions as follows:

A. Language features

The elements necessary for spoken productions, are the following:

- 1) Connected speech: in connected speech sounds are modified (assimilations), omitted (elision), added (linking r), or weakened (through contractions and stress pattering). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.
- 2) Expressive device: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by order physical and non-verbal (paralinguistic) means how they are feeling (especially in face- to- face

⁹Jeremy Harmer, *The Practice of English Language Teaching* (New York: Cambridge University Press, 2002), p. 123

interaction). The use of these devices contributes to the ability to convey meanings.

- 3) Lexis and grammar: teachers should therefore supply a variety of phrase for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.
- 4) Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial.

B. Mental or social processing

Success of speaker's productivity is also dependent upon the rapid processing skills that talking necessitates:

- 1) Language processing: language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.
- 2) Interacting with others: effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.

- 3) (On the spot) information processing: quite apart from our response to other's feelings, we also need to be able to process the information they tell us the moment we get it.¹⁰

Based on those explanation above, it can be concluded that to master speaking should pay attention to some elements of speaking such as: language features, and mental/social processing. These two elements relate to each other due to they should be fulfilled by the students as the consequence to have a good performance in speaking.

3. Types of Speaking Activities

Brown describes six categories of speaking skill area. Those six categories are as follows:

a) Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses discussion technique in the teaching learning process. The reason is by using discussion technique, students get opportunity to listen and to orally repeat some words.

b) Intensive

¹⁰Jeremy Harmer, *The Practice of English Language Teaching*, Third Edition Completely Revised and Update (London: Longman, 2008), p. 269

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c) Responsive

Responsive performance includes interaction and text comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d) Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example, here is conversation which is done in pair work.

e) Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

f) Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches.

From the statement above, the research can conclude that there were some types of classroom speaking performance can be used by the students. The first was imitative. In this performance, the students just imitate how to say in correct intonation not meaningful interaction. The second was intensive. The students practice some phonological/grammatical aspect of language. The third was responsive. The student should have question or command for their teacher. The fourth was transactional. In this activity, the students tried to speak to get the purpose of getting information. The fifth was interpersonal. The students got the purpose of maintaining social relationship to get the fact and information. The last was extensive. The students tried to perform oral transactional such as for the purpose of conveying or exchanging specific information. The writer focuses on transactional techniques. Because in this technique students try to speak more and express the information they get in their language.

4. Assessing Speaking

In evaluating the students' speaking ability, used the oral English rating sheet proposed by Brown.¹¹ Based on this oral rating sheet, there are five aspects to be considered: pronunciation, grammar, vocabulary, fluency, and comprehension.

¹¹H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (New York: Longman, 2003), pp.172-173

Table 2
Rating Sheet Score

| No | Criteria | Rating Score | Comments |
|----|---------------|--------------|---|
| 1 | Grammar | 5 | Equivalent to that of an educated native speaker |
| | | 4 | Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare. |
| | | 3 | Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topics. |
| | | 2 | Can usually handle elementary construction quite accurately but does not have thorough or confident control of the grammar. |
| | | 1 | Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his/her language. |
| 2 | Vocabulary | 5 | Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references. |
| | | 4 | Can understand and participate in any conversation within the range of his/her experience with a high degree of precision of vocabulary |
| | | 3 | Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social, and professional topics. Vocabulary is broad enough that he/she rarely has to grope for a word. |
| | | 2 | Has speaking vocabulary sufficient to express himself simply with some circumlocutions. |
| | | 1 | Speaking vocabulary inadequate to express anything but the most elementary needs. |
| 3 | Comprehension | 5 | Equivalent to that of an educated native speaker |
| | | 4 | Can understand any conversation within the range of his experience |
| | | 3 | Comprehension is quite complete at a normal rate of speech. |
| | | 2 | Can get the gist of most conversation non-technical subjects (i.e, topics that required |

| | | | |
|---|---------------|---|--|
| | | | no specialized knowledge). |
| | | 1 | Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech repetition, or paraphrase. |
| 4 | Fluency | 5 | Has complete fluency in the language such that his/her speech is fully accepted native speaker. |
| | | 4 | Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency. |
| | | 3 | Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words. |
| | | 2 | Can handle with confidence but not with facility most social situations, including introduction and casual conversation about current events, as well as work, family, and autobiographical information. |
| | | 1 | No specification fluency description. Refer to other four language areas for implied level of fluency. |
| 5 | Pronunciation | 5 | Equivalent to and fully accepted by educated native speaker. |
| | | 4 | Errors in pronunciation are quite rare. |
| | | 3 | Errors never interfere with understanding are rarely disturb the native speaker. Accent may be obviously foreign. |
| | | 2 | Accent is intelligible though often quite faulty. |
| | | 1 | Errors in pronunciation are frequent but can be understood by native speaker used to dealing with foreigners attempting to speak his/her language. |

5. Activities to Promote Speaking

To create classroom speaking activities that developed communicative competence, teachers need to incorporate a purpose and an information gap and allow for multiple forms of expression. Here were some activities

that can be done in the speaking class to promote speaking according to Kayi:¹²

a) Discussion

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.

b) Role play

Students to speak are roleplaying. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.

c) Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing to and so on.

¹²Hayriye Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, University of Nevada, The Internet TESL Journal, Vol. XII, No. 11, November 2006 (<http://iteslj.org/> being accessed on September 5th, 2017), p.11

d) Information gap

This activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need.

e) Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brain storming is effective and learners generate ideas quickly and freely. The good characteristics of brain storming are that the students are not criticized for their ideas so students will be open to sharing new ideas.

f) Story telling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking, it also helps students' express ideas in the format in the format of beginning, development, and ending, including the characters and setting a story has to have.

g) Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and “introduce” his or her partner to the class.

h) Story completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

i) Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling friends in their daily lives before class.

j) Playing cards

In this game, students should form groups of four. Each suit will represent a topic. For instance: diamonds represent earning money, hearts represent love and relationships, spades represent an unforgettable memory, clubs represent best teacher. Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example: if the topic “Diamonds: Earning Money” is selected, here are some possible questions: is money important in your life? or, what is the easiest way of earning money? or, what do you think about lottery? However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each so that they reply in complete sentences.

k) Picture narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

l) Picture describing

For this activity students can form and each group is given a different picture. Students discuss the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

m) Find the differences

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the picture.¹³

From the explanation above, the researcher would like to use discussion in this research. The researcher can conclude that activities by using discussion is hoped to avoid the students' boredom on learning speaking, because discussion invites fun and makes enjoyable situation in the classroom.

C. Discussion Technique

1. Definition of Discussion Technique

Discussion technique is an appropriate technique in the area of teaching speaking. Discussion is an active learning process, which is more likely to maintain students' interest than a passive, teacher-directed learning experience. Suryosubroto said that discussion is a technique in

¹³Hayriye Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, University of Nevada (Nevada, USA), accessed on Tuesday, 23rd, October, 2018, available on <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>

teaching in which the teacher gives great opportunity to the students for having scientific dialogue in gathering opinions, making conclusion, or giving an alternative solution to a certain issue. He asserts that discussion technique provides opportunities for students' thoughtfulness about information received in class so that they are able to solve the problem discussed.¹⁴ From this statement above the researcher concludes that discussion is one of the alternative English teaching techniques to improve speaking skill for students. Because discussion technique students have opportunity to explore their mind, thinking and also, they will have chance to give opinions in their group.

Additionally, Killen affirms that discussion is an orderly process of face-to face group interaction in which people exchange ideas about an issue for the purpose of solving a problem, answering a question, enhancing their knowledge of understanding, or making a decision. He also discloses that discussion technique is potential to be applied in speaking class because students are motivated to create the initiative ideas toward speaking topics discussed.¹⁵ It means that discussion technique is better than lecture as a way of helping students develop problem-solving and critical thinking skills and in which teachers show tolerance to students' opinions and attitudes, which can help to develop rapport between instructors and students.

¹⁴B. Suryosubroto, *Proses Belajar Mengajar di Sekolah* (Jakarta: Rineka Cipta, 2002), p. 179

¹⁵R. Killen, *Effective Teaching Strategies: Lessons From Research and Practice* (Wentworth Falls: Social Science Press, 1996), p. 24

According to Killen, he said that discussion technique is an appropriate technique for EFL teachers because it helps students to: (1) think critically about the subject and develop their skills of analysis, synthesis and evaluation, rather than just memorize facts; (2) encourage students to work together and share their ideas by talking about them publicly; (3) develop students' communications skills such as stating their ideas clearly, listening to others, or responding appropriately to others; (4) generate students' own ideas; and (5) discover new knowledge through sharing ideas in group.¹⁶ It means that discussion technique promoted students for sharing of ideas, development of social skills of talking and listening, clarification of ideas and promotion of team work.

From several definitions above, the researcher concludes that discussion technique is one of kind teaching English for teaching speaking technique to facilitate the students to express their ideas and it can arouse their motivation to speak and communicate in English. Discussion is a teaching method where the students work in small groups to solves the problem through a discussion process.

2. Procedure of Discussion Technique

Teaching speaking through discussion is not different from teaching speaking in general, but it can a technique. To do this several steps must be taken when conducting discussion technique as follows:

¹⁶*Ibid*, p. 27

- a. Students are divided into groups. Each group four or more members.
- b. The teacher explains the purpose and the process of the discussion to the students.
- c. The teacher hand out some related information and question and each student and asks them to respond only after the discussion is over.
- d. The teacher then sorts out the responses into their respective groups and quickly reads to ensure that they are on the right track to reach the course objectives.
- e. The teacher shares a summary of the responses and lets the students draw their own conclusions.¹⁷

3. Advantages and Disadvantages of Discussion Technique

Brown affirms essential advantages of discussion technique in EFL teaching:

- a) Students are able to generate interactive language.
- b) Students are embraced by an effective climate.
- c) Students are to promote learner responsibility and autonomy; and
- d) Students are able to understand toward individualizing instruction.¹⁸

¹⁷Cristian Putter, <https://sites.google.com/sites/edae620discussion/taem5/4-procedure-in-organizing-a-discussion>.

¹⁸H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Second Edition (New York: Addison Wesley Longman Inc, 2001), p. 178

According to Harmer, the advantages of discussion technique are:

- a) It dramatically increases the amount of talking for individual students.
- b) Because there are more than two people in the group, personal relationship is usually less problematic; there is also a greater chance of different opinions and varied contribution.
- c) It encourages broader skills of cooperation and negotiation.
- d) It promotes student autonomy by allowing students to make their own decision in the group without being told what to do by the teacher.¹⁹

On the other hand, Harmer also states the disadvantages of discussion technique are:

- a) It is likely to be noisy.
- b) Not all students enjoy it since they would prefer to be the focus of the teacher's attention rather than working with their peers.
- c) Individuals may fall into group roles that become fossilized, so that some are passive whereas other may dominate.²⁰

To overcome these disadvantages, the situation and conditions in the class are made to be more interactive so that students can enjoy the learning process and students are allowed to be active when discussing in groups.

¹⁹Jeremy Harmer, *The Practice of English Language Teaching*, Third Edition (London: Pearson Educational Limited, 2001), pp. 117-118

²⁰*Ibid*, pp. 118-119

4. Procedure of Teaching Speaking by using Discussion Technique

Teaching speaking by using discussion technique can encourage students to gain the objective of learning. Wall work says that a group discussion provides a psychologically safe situation in which to master the material, encourage the students to contribute to class activity. For then it is said that a group discussion is a friendly technique. It is also technique which gives students opportunity to speak the language creatively in communicative way and unburdened situation. The procedures of teaching speaking by using discussion technique are as follows:

- a. The teacher divides the students into groups.
- b. The teacher introduces the topic.
- c. The teacher gives example of dialogue and related vocabulary items.
- d. The teacher explains the students about descriptive text
- e. The teacher writes the example how to describing.
- f. The teacher provides a question sheet with descriptions of humans, animals, and objects.
- g. The teacher asks the group to choose one topic to describe.
- h. The teacher checks students' work based on that situation using expressions.
- i. The teacher chooses the group to perform in the front of the class.

In relation to the paragraph above, David Nunan explained that to arrange an effective discussion session will be divided into three parts:

a) Pre-discussion activities

Pre-speaking activities were employed to give information about the techniques, procedures, and steps of discussion and the speaking text to discuss in groups. In this activity, the teacher gives an example of dialogue text to discussion in groups and some questions the duration of this activity is 5 minutes.

b) While discussion activities

In while speaking activities, the students read and do the group discussion about the text, answering the questions that was given by the teacher, report their own discussion on the piece of paper that was provided by the teacher, and present the result of their discussion in their own group first and to other groups in panel discussion, while other member of groups my debate, clarify, give opinion, and criticize. During while discussion activities, the teacher should observe the groups discussing to make sure that all members of group participate in their own discussions. The time of group discussion is 15 minutes and panel discussion are 30 minutes.

c) Post discussion activities

The post discussion activities the teacher collects the works of group discussion, the teacher comments the groups discussions and giving the reward (score) to each group and members of group who participate in discussions, the teacher may give some corrections if any, and the teacher may give several oral questions to members of

group randomly. Those activities above can be conducted in several meetings with some different dialogue text to be discussed in groups to check students' speaking skill.²¹

D. Dialogue Memorization

1. Definition of Dialogue Memorization

According to Richards, Platt, and Platt, in Duong Thi Hoang Oanh and Nguyen Thu Hien “ memorizing is the process of establishing information in memory. The term ‘memorizing’ usually refers to the conscious processes.” It means the learners use memorization consciously and they think about the process of memorization when they are applying it.²² Then another explanation can be found in the oxford advanced learner's dictionary in Duong Thi Hoang Oanh and Nguyen Thu Hien that “memorizing is to learn something carefully, so that you can remember it exactly.”²³

Larsen-Freeman says that dialogue memorizing technique is a short conversations between two people, often used to begin a new lesson. Students memorize the dialogue through mimicry; students usually take the role of one person in the dialogue, and the teacher the other.²⁴ Dialogue

²¹David, Eggewn, Paul and Kauchack Donlsd, *Method for Teaching a Skill Approcah* (Ohio: Merrill Publishing Company, 1989), p. 22

²²Duong Thi Hoang Oanh and Nguyen Thu Hien :TESL-EJ (*Memorization and EFL Students' Strategies at University Level in Vietnam*). Volume 10. No 2. September 2006, available on <http://gg.gg/dd4h1>, accessed on March, 4th, 2019.

²³*Ibid*

²⁴Diane Larsen Freeman, *Technique and Principles in Language Teaching*, Second Edition (New York: Oxford University Press, 2000), p. 3.

memorization means that students are given a short dialogue to memorize then they must use mimicry and apply role playing to present the dialogue. The example of the dialogue must be included in the materials section. Experiment with language and nonverbal elements (eg. Gesture). To achieve an effect for a particular purpose and audience.

Urie Liu indicates that for beginners or the less confident learners, the memorized dialogue is a good way to get learners to practice the target language utterances without hesitation and within wide variety contexts, and learning by heart increases the learner's vocabulary of ready-made combinations of words or 'formulate'.²⁵ In memorizing dialogue, the students are also guided in pronunciation. The practicing of dialogue memorizing is given by the teacher with the objective to improve the speaking skill of the second grade students. The students are given a dialogue to be memorized and will be practiced in pairs.

In sum, dialogue memorizing technique is kind of technique that is appropriate to be used in speaking activity which uses short dialogue to be memorized. This technique is held between pairs in which the students also memorize their partner's line, and each pairs might perform the dialogue.

2. Procedure of Dialogue Memorization

In addition, to make it clear about this technique, the writer provides how the technique is applied. It will be stated in some steps as follows:

²⁵We Chung Liu, *Memorization and Improvisation: a Comparison of Two Strategies in the Oral Acquisition of English as a Second Language* (Sydney: Australian Catholic University, 2006), p.20, available on <http://dlibrary.acu.edu.au/digitalthesis/./01troat.pdf>

- a. The teacher asks the students to memorize the dialogue through mimicry.
- b. The teacher asks the students to take role of one person in the dialogue.
- c. The teacher asks the students to learn the one person's line, and memorize the other person's part.
- d. After the dialogue has been memorized, teacher ask the students to perform the dialogue for the rest of the class in pairs.²⁶

The technique can be used for beginner and intermediate levels as long as the teacher provides suitable topic that will be done by students. Then, the advantage of dialogue memorization technique are also explained by Larsen in Maria Ulfah that 'teachers give the students the opportunity to express their ideas individually by having them share their opinions on regular basis.'²⁷

3. Advantages & Disadvantages of Dialogue Memorization

Furthermore, based on the description above, we can conclude that dialogue memorization technique has the advantages stated as follows:

- a. The dialogue is one of the best ways to present grammar structures, because it approximates closest to the real life.
- b. Students can develop their communicative intents.

²⁶Diane Larsen Freeman, *Loc. Cit.*, p. 4

²⁷Maria Ulfah. The Effectiveness of Using Dialogue Technique in Teaching Simple Present Tense at the First Grade Students at MTsN Tangerang II Pamulang. <http://repository.uin-jkt.ac.id>

- c. Make the students interested in teaching learning active, because it helps to make an otherwise abstract language exercise meaningful and realistic.
- d. Make students more natural and spontaneous in learning simple present tense.
- e. Communicative interaction gives learners more opportunities to express their own individually in the classroom.
- f. Students can use language communicatively.²⁸

Besides dialogue memorization technique has the disadvantages stated as follows:

- a. The non-native teacher would find the difficulties in exploring the class.
- b. It would need some specific conditionals that required much time and costs.
- c. Dialogue is frequently very noisy and some others and students dislike this. Teachers in particular worry will lose control of their class.²⁹

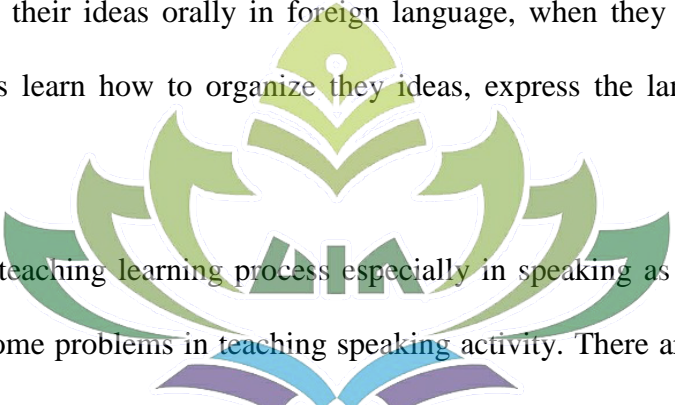
In conclusion, Dialogue Memorization technique is best applied to improve speaking skill. It can also be used for many levels as long as the material appropriate to the students.

²⁸Williams Littlewood, *Communicative Language Teaching* (Cambridge: Cambridge University Press, 1981), p. 94.

²⁹*Ibid*, p. 95.

E. Frame of Thinking

English as an international language plays a great role in all human activities. Many people use this language in their daily life, work and various kinds of activities. So, it is important for people to learn English in order to be able to communicate and interact with other people in other parts of the world. In the process of language learning, there are four basic skills that should be mastered by the students. They are listening, speaking, reading and writing. Speaking is one part of language skills that can be used for people to express their ideas orally in foreign language, when they are speaking, the students learn how to organize they ideas, express the language in spoken form.



In teaching learning process especially in speaking as a teacher usually finds some problems in teaching speaking activity. There are some problems faced by the teacher in teaching speaking activity in the classroom. The students' problems in learning speaking those are (1) the students have low motivation in learning speaking, (2) the students did not know how to speak English especially in aspect pronunciation, (3) the students have limited vocabularies. In the process of language learning, the teacher used dialogue memorization as technique in teaching speaking. Dialogue memorizing technique is kind of technique that is appropriate to be used in speaking activity which uses short dialogue to be memorized. This technique is held between pairs in which the students also memorize their partner's line, and each pair might perform the dialogue.

In teaching English the teacher should be able to choose suitable material and have a good technique so that the class more interesting to the students so that to increase the students' speaking ability needs an appropriate technique helping them as solution for their problems. There is actually technique that can help students in speaking, called discussion technique. Discussion technique is one of kind teaching English for teaching speaking technique to facilitate the students to express their own ideas and it can arouse their motivation to speak and communicate in English.

By using discussion technique, students are able to produce interactive language, increase the amount of talk each student believes is more than two people in a group, so students can communicate with members in it, during group discussions there will be differences of opinion so that it will encourage making their own decisions in groups without knowing what what the teacher must do. When discussing, the researcher assumes that this technique can increase their speaking ability.

F. Hypothesis

The researcher will formulate the hypotheses of this research as follows:

H_0 : There is no significant influence of using discussion technique towards students' speaking skill at the eighth grade of SMP PGRI 6 Bandar Lampung in the academic year of 2020/2021.

Ha : There is a significant influence of using discussion technique towards students' speaking skill at the eighth grade of SMP PGRI 6 Bandar Lampung in the academic year of 2020/2021.



REFERENCES

- Arikunto, Suharsimi. 2006. *Prosedure Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- . 2013. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.
- Ary, Donald, Jacobs, Cheser and Sorensen, Chris. 2010. *Introduction to Research in Education*, Eighth Edition. Wadsworth: Wadsworth Cengage Learning.
- Brewer, Ernest W. 1997. *13 Proven Ways to Get Your Message Across*. California: Corwin Press.
- Brown, H. Douglas. 2000. *Teaching Language Skill*. San Fransisco: Cambridge University Press.
- . 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Second Edition. New York: Addison Wesley Longman Inc.
- . 2004. *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education.
- Budiyono. 2004. *Statistika untuk Penelitian*. Surakarta: University Press.
- Cameron, Lynne. 2001. *Teaching Language to Young Learners*. London: Cambridge University Press.
- Celce, Murcia Marianne. 1983. *Teaching English as Second or Foreign Language*. Rowley: Newbury House.
- David, Eggewn, Paul and Donlsd, Kauchack. 1989. *Method for Teaching a Skill Approcah*. Ohio: Merril Publishing Company.
- Fraenkel, Jack R. and Wallen, Norman E. 2009. *How to Design and Evaluate Research and Education*. New York: McGraw- Hill Book Co.
- Freeman, Diane Larsen. 2000. *Technique and Principles in Language Teaching*, Second Edition. New York: Oxford University Press.

- Gangrel, Kenneth. 2005. *Teaching by Discussion*. London: Prager Publisher.
- Harmer, Jeremy. 2007. *How to Teach English*. New York: Longman.
- . 2008. *The Practice of English Language Teaching*, Third Edition Completely Revised and Update. London: Longman.
- Harris, David P. 2000. *Testing English as Second Language*. New York: McGraw-Hill Inc.
- Killen, R. 1996. *Effective Teaching Strategies: Lessons From Research and Practice*. Wentworth Falls: Social Science Press.
- Littlewood, Williams. 1981. *Communicative Language Teaching* (Cambridge: Cambridge University Press).
- Louma, Sari. 2001. *Assessing Speaking*. New York: Cambridge University Press.
- Maley, Alan and Peachey, Nik. 2017. *Integrating global issues in the creative English language classroom: With reference to the United Nations Sustainable Development Goals*. London: British Council.
- McKay, Penny. 2006. *Assessing Young Language Learners*. Cambridge: Cambridge University Press.
- Setiyadi, Ag. Bambang. 2006. *Metode Penelitian untuk Pengajaran Bahasa Asing*. Jakarta: Graha Ilmu.
- Suryosubroto, B. 2002. *Proses Belajar Mengajar di Sekolah*. Jakarta: Rineka Cipta.
- Thornbury, Scott. 2001. *How to Teach Speaking*. London: Longman.
- Turk, Christopher. 2003. *Effective Speaking Communicating in Speech*. Paris: Spoon Press.

Internet Sources:

Aljumah, Fahad Hamad. *Developing Saudi EFL Students' Oral Skills: An Integrative Approach*, English Language and Translation Department, College of Arabic and Social Studies, Qassim University, Vol. 4, No. 3; September 2011, ISSN 1916-4742 E-ISSN 1916-4750, accessed on Monday, 8th, October, 2018, available on <http://files.eric.ed.gov/fulltext/EJ1080662.pdf>.

Kayi, Hayriye. *Teaching Speaking: Activities to Promote Speaking in a Second Language*, University of Nevada (Nevada, USA), accessed on Tuesday, 23rd, October, 2018, available on <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>

Liu, We Chung. *Memorization and Improvisation: a Comparison of Two Strategies in the Oral Acquisition of English as a Second Language* (Sydney: Australian Catholic University, 2006), p.20, available on <http://dlibrary.acu.edu.au/digitalthesis/..01troat.pdf>

Mahmudah, Nur Iailatul. *Using Discussion Technique to Improve the Speaking Skill of Students of Second Grade of MAN 1 Bojonegoro*, English Education Degree, Tarbiyah Faculty, State Institute for Islamic Studies Sunan Ampel Surabaya, 2010, Available on <http://digilib.uinsby.ac.id/21980/>, accessed on March, 4th, 2019.

Oanh, Duong Thi Hoang and Hien, Nguyen Thu. *TESL-EJ (Memorization and EFL Students' Strategies at University Level in Vietnam)*. Volume 10. No 2. September 2006, available on <http://gg.gg/dd4h1>, accessed on March, 4th, 2019.

Sharif, Muhammad. *Impact of Discussion Method on Students Performance*, International Journal of Business and Social Science, Vol. 2 No. 7; [Special Issue –April 2011], available on [http://www.ijbssnet.com/journals/Vol. 2 No. 7%3B Special Issue April 2011/10.pdf](http://www.ijbssnet.com/journals/Vol.2.No.7%3B%20Special%20Issue%20April%202011/10.pdf), accessed on Monday, 3rd, September, 2019.

Ulfah, Maria. *The Effectiveness of Using Dialogue Technique in Teaching Simple Present Tense at the First Grade Students at MTsN Tangerang II Pamulang*. <http://repository.uin-jkt.ac.id>

Hadriana. *Improving Students' Speaking Skill through Communicative Activities In Small Group Discussions at the Third Semester Class A Of the English Study Program of FKIP UNRI*. Journal of English and Education, Vol. 2 No. 2 Desember 2008; available on <https://media.neliti.com/media/publications/222020-improving-students-speaking-skill-throun.pdf>, accessed on Monday, 3rd, September, 2019

